

ELDA

English Language Development Assessment

ENABLING Schools to Measure English Language Learners' Progress

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“ELDA scores have proven to be very predictive of how ... English language learners can do on our statewide tests. This correlation is very important as we strive to insure that our ELLs are meeting the same challenging State academic content and student academic achievement standards as all children are expected to meet.”

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– Catherine Neff, Title III/ESOL Coordinator,
South Carolina State Department of Education

The English Language Development Assessment (ELDA) **enables** schools to measure their annual progress in the acquisition of English language proficiency skills among non-native English speaking students in grades K-12. The battery of tests measure both academic and social language proficiency in the four domains of language: **listening**, **speaking**, **reading** and **writing**.





EMPOWERING States to Meet NCLB Requirements

The “No Child Left Behind” (NCLB) Act includes students who are Limited English Proficient (LEP) in its accountability system, requiring states to:

- Establish English language proficiency (ELP) standards
→ **ELDA ELP standards are used by states to guide the development of their own ELP standards.**
- Align the annual ELP assessment to the state’s standards and link to the state’s content area standards
→ **ELDA tests are aligned with the ELP standards of English Language Development Assessment State Collaborative on Assessment and Student Standards states and are developed to provide content area coverage.**
- Administer a language proficiency assessment annually to measure progress toward and attainment of English proficiency
→ **ELDA provides the assessments, as well as school, district and state-level summary reports, to meet this requirement.**
- Develop annual measurable achievement objectives
→ **ELDA helps identify need and target resources to identify and meet achievement objectives.**

ELDA enables states to meet these NCLB assessment and reporting requirements by providing a score in each domain of language, as well as a score for comprehension, derived from the listening and reading assessments.

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“In creating the ELDA, we stayed very connected to the end users including actively involving classroom teachers in developing test items. A number of players were engaged to ensure the ELDA would do what it was designed to do.”

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– Robert Mata, Superintendent, West Liberty, Iowa School District and former Director of Assessment & Equity, Davenport Community Schools (Iowa)

ENLISTING Collaboration

ELDA is a product of the collaboration among ELDA Collaborative member states and the Council of Chief State School Officers (CCSSO). Tests include a synthesis of all state-level ELP standards and receive the support for understanding and research from all participating ELDA State Education Agencies.

ESTABLISHING Fairness

ELDA undergoes a rigorous process to ensure credible and useful tools and assessments. Experts in the language development of second-language learners, including linguists and early childhood specialists, are engaged in the conception of ELDA and advised throughout the development process. Assessments are continually revised and improved based on feedback from teachers, school administrators, consultants and state personnel. Validity studies are meticulously conducted according to the American Psychological Association's standards for test construction. Extensive documentation of the process is available in technical reports.

ELDA is specifically designed to assess "academic English." The ELDA items and prompts are uniquely written in the language used in classrooms but not language that requires content knowledge in specific academic subjects.

The students' understanding of spoken and written text and their ability to write and speak as the foundation for classroom learning is measured. ELDA does not require or measure skills in or knowledge of academic content.

Eliminating cultural bias is a preeminent concern in developing ELDA. A recent review of five assessments examined bias and only ELDA clearly succeeded in eliminating cultural bias.

ENRICHING Support

Technical support, materials and professional development materials accompany ELDA. An interpretive guide provides detailed information on using ELDA. Trainings are efficient and thorough in explaining how to use ELDA appropriately.



THE **ELDA** ADVANTAGE

ENGAGING Learners on Each Level

ELDA measures the four domains of English language proficiency — listening, speaking, reading and writing — of students ranging from beginning learners to those who are advanced and fully English proficient. The assessments are grouped in grade clusters (K-2, 3-5, 6-8, 9-12) to provide measures of developmentally appropriate language. These clusters also reflect common administrative clustering in many school systems and allow for inclusion of academic language representative of the grade level curricula. K-2 assessments inventory children's behavior as a developmentally appropriate early childhood assessment practice.

ENABLING Schools to **ENABLE** Students

There are five levels of proficiency indicated in the narrative Performance Level Descriptors (PLDs) — from pre-functional to fully English proficient — that allow states to measure student progress from year to year.

ELDA allows schools to more precisely identify where additional instructional support for LEP students is necessary. The results can help focus attention and resources where they are most needed and can lead to increased academic achievement for English language learners.

Key:

CCSSO – Council of Chief State School Officers

ELDA – English Language Development Assessment

ELP – English Language Proficiency

LEP – Limited English Proficient

NCLB – No Child Left Behind Act

PLDs – Performance Level Descriptors

Contact:

Sharon M. Saez

Council of Chief State School Officers

One Massachusetts Ave., N.W. Suite 700

Washington, DC 20001-1431

202-336-7072 (DC)

202-789-1792 (Fax)

sharons@ccsso.org

www.ccsso.org

ELDA – Enabling the Following States

Arkansas, Iowa, Louisiana,
Nebraska, South Carolina,
Tennessee, West Virginia

**Schools and districts who wish
to use ELDA should contact the
CCSSO.*

